

MIDDLE SCHOOL

THE LOTTERY BY SHIRLEY JACKSON

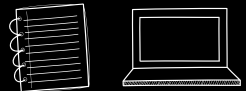
A SIXTH – EIGHTH GRADE SHORT STORY UNIT

UNIT FOCUS:
suspense and theme



SHORT STORY SOCRATIC SEMINAR MINI UNIT

**PRINT AND
DIGITAL**



A MIDDLE SCHOOL ELA

SHORT STORY LITERATURE UNIT

Teach suspense, author's craft, and theme through Shirley Jackson's chilling short story *The Lottery* with this 6-lesson unit designed to spark high-level discussion and deep reading. Your students will explore the text through structured Socratic Seminar discussions, guided responses, and multimedia comparisons—while building critical thinking, writing, and literary analysis skills. This unit is also a perfect introduction to the Socratic Seminar and reading response structure used in all my literature resources.

- ✓ 6 step-by-step teacher lesson plans
- ✓ 6 step-by-step teacher PDF and Google Slides teaching presentations for literature concepts
- ✓ All student reference materials and resources
- ✓ Teacher answer keys and examples
- ✓ 100% digital student notebook
- ✓ Formative assessment, exit tickets, and final summative assessment

THE LOTTERY SOCRATIC SEMINAR SHORT STORY UNIT

Tired of surface-level reading, awkward silence during discussions, and students who “finished the story” but didn't actually *think* about it? Transform your short story instruction with this discussion-based, step-by-step literary analysis unit built around Shirley Jackson's *The Lottery*.

★ Here's what they'll learn:

- ✓ **Suspense & Author's Craft:** Instead of just identifying literary devices, students analyze how Jackson builds tension through foreshadowing, pacing, and withheld information—and why those choices matter.
- ✓ **Thematic Analysis:** Move beyond “the theme is don't follow the crowd” and guide students to develop deeper thinking about mob mentality, tradition, and conformity using clear, structured support.
- ✓ **Discussion & Response Skills:** Replace surface-level answers and one-student-dominated discussions with structured Socratic Seminars and responses that require students to cite, explain, and build on each other's ideas.

Why this works:

This unit is built for real middle school classrooms where time is short, attention spans vary, and students need structure to actually engage. Each of the six lessons scaffolds the thinking for them—so you're not carrying the entire discussion or pulling answers out of them.

With clear routines, built-in discussion questions, and student response supports, your students learn *how to think*, not just what to say—while you spend less time over-explaining and more time facilitating meaningful conversations.

Perfect for:

- Teachers who feel like they're doing all the talking during discussions
- Classrooms where students struggle to go beyond basic comprehension
- Educators who want rigorous literary analysis without creating everything from scratch
- Teachers looking for structured, engaging lessons that actually work in 45–60 minute periods

TEACHERS LIKE YOU HAVE SAID...



Loved this resource! Added this short story to my curriculum this year and needed a place to start. **This unit is completely done for you and ready to go. I love everything The Hungry Teacher produces!** – Janis S.



I really liked the research-based portion of the package as I value having that explanation as a backup. **I enjoyed using the Socratic seminar to teach this short unit. It elevated the discussion among the class. Also, I appreciate the organization, the digital option for non-writers, and the quality of the questions. Moreover, it is a time saver. Love it!** –Jeanna L.



"This had everything I was looking for! The story with room for annotations, a reading guide, and a five-paragraph essay assignment! My students really enjoyed reading through the story. This resource is definitely worth the price!" – Elizabeth G.



"I love how well organized and comprehensive this mini unit is. **It is clear that a ton of work went into it and I also appreciate the rigor and alignment to standards.** It is perfect for the week before Holiday break. My 6th and 7th graders loved the story and the ending- great way to teach irony!" –Paige S.



"I could not believe how much my students loved working with these materials! **Even in their heightened state of "Christmas Crazy", they followed along and paid attention thanks to the easy-to-understand resources from the queen of lit herself.** Thanks so much for another fantastic product. – Gwen T.



"Loved this resource! Added this short story to my curriculum this year and needed a place to start. **This unit is completely done for you and ready to go. I love everything The Hungry Teacher produces!**" Janis S.

MIDDLE SCHOOL THE LOTTERY

SHORT STORY SOCRATIC SEMINAR MINI UNIT

A RIGOROUS, DISCUSSION-DRIVEN SHORT STORY UNIT THAT HELPS STUDENTS THINK DEEPLY, SPEAK CONFIDENTLY, AND WRITE POWERFULLY THROUGH GUIDED SOCRATIC SEMINARS.

UNIT FOCUS: Suspense and Theme

PRINT AND DIGITAL

READING UNIT

Includes lesson plans, reference materials, and graphic organizers.

RESEARCH IMPLEMENTATION RUBRICS STRATEGIES

SOCRATIC SEMINAR GUIDEBOOK

GUIDEBOOK

SOCRATIC SEMINAR GUIDE

Breaks down the Socratic Seminar and how it's different than typical novel studies

GUIDED READING SMALL GROUPS TEACHER CONFERENCE CONFERENCE TOOLS + TIPS

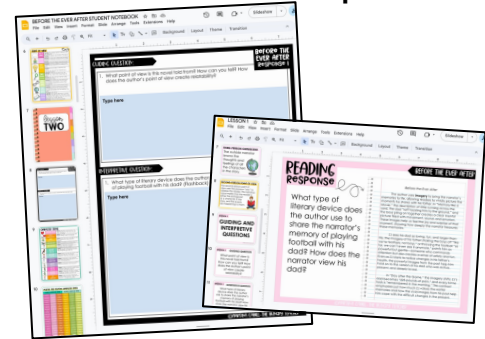
MIDDLE SCHOOL CONFERENCES AND SMALL GROUPS TOOLKIT

PRINTABLE & EDITABLE

ANECDOTAL NOTES

Anecdotal notes for individual student conferences and small groups.

Alongside the unit, you will find many other helpful resources and tools in the zip file.



DIGITAL FILES

Digital student response notebooks with guiding and interpretive questions, literature lessons, and teacher Google Slides presentations.

6TH-8TH GRADE LITERATURE READING INFORMATIONAL READING STANDARD RUBRICS CHECKLISTS TEACHER

MIDDLE SCHOOL BUNDLE OF EDITABLE RUBRICS READING RESPONSES

PRINTABLE EDITABLE DIGITAL

EDITABLE RESPONSE RUBRICS

Editable, digital, and differentiated literature reading response rubrics.

READING RESPONSE THE LOTTERY

INTERPRETIVE QUESTIONS

"The Lottery"

In her story, "The Lottery," Shirley Jackson never truly explains what the lottery is, but she avoids revealing it until the very end in order to truly build up suspense and shock. In our society, winning the lottery is a good thing, so it's odd to see the villagers start to feel shifty around the idea of winning. It's unsettling to hear the discussion of the changes made in other villages shut down by the oldest member of their community as foolish and wrong. By slowly revealing what the lottery is to the reader, Jackson takes the readers along on what the event may feel like for the villagers, too – a normal day at first, followed by awkward small talk and hushed conversations, laced with nerves and fear when the box comes out and the discussion of households begins.

If we actually knew what the lottery was from the start, there would still be some minor suspense in learning the details, hearing who won, and feeling how the villagers execute the event, but it would definitely lose the deep dread and shock that comes with the final reveal.

READING RESPONSE EXAMPLES

Examples of written reading responses to show students as exemplars and inspiration.

LESSON 1

GUIDING QUESTION

LESSON 1 INTERPRETIVE QUESTION

How is the author/illustrator able to create the mood and tone of her book and tone of her book with her illustrations? Provide evidence.

QUESTION DISPLAY SLIDES

Slides with interpretive and guiding questions to eliminate, "What was the question again?"

HOW AUTHORS CREATE SUSPENSE WITHHOLDING INFORMATION

HOW AUTHORS CREATE SUSPENSE CLIFFHANGER

WHAT IT IS: chapter

HOW AUTHORS READING TO

EXAMPLES: A chap reveals A char and it d

HOW AUTHORS CREATE SUSPENSE

- Suspense is an uneasy feeling that a reader gets when they don't know what is going to happen next.
- Suspense heightens tension during a dramatic scene, conceals answers the author doesn't want to give away, and builds up to a twist.

CONCEPT TEACHING SLIDES

Slides to teach any literary or literature concepts needed to implement the unit's content.

EVERYTHING YOU NEED TO TEACH AND MODEL ALL LESSONS AND RESPONSES

EXAMPLE OF A LESSON PLAN

Name: _____

"THE LOTTERY" LESSON FOUR

GUIDING QUESTION:

- How does the author use foreshadowing, pacing, lack of information to create suspense?

Learning Period

- Pass out the Reading Response graphic organizers to students to complete a five-minute writing activity.
- Instruct students to turn and talk with a partner to discuss their responses with one another.
- Ask students to share their responses with the class.

INTERPRETIVE

- Why does the author avoid explaining the very end?
- How might the story feel different if the author had explained the very end?

REWRITE NOTES:

- Students return to their reading response and rewrite their response, expressing themselves more fully from the Socratic Seminar.

Preparation

- Make copies of the Student Handout.
- Make copies of the Reading Response graphic organizer.

Guiding Questions

- How does the author use foreshadowing, pacing, lack of information to create suspense?

Interpretive Questions

- Why does the author avoid explaining the very end?
- How might the story feel different if the author had explained the very end?

Hook Questions

- What's something in the story that you find interesting?

Learning Period

- Display the Lesson 4 slide and have students read the hook question.
- Pass out the Suspense graphic organizer and have students write their responses.
- Present the guiding question and have students discuss their responses.

The Lottery Lesson 4: Suspense I-2 DAY(S)

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	Literature: 1, 3, 4, 5, 10 Writing: 1, 2	Literature: 1, 3, 4, 5, 10 Writing: 1, 2	Literature: 1, 3, 4, 5, 10 Writing: 1, 2

Learning Targets

- I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- I can describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- I can analyze the impact of a specific word choice on meaning and tone.
- I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- I can write arguments to support claims with clear reasons and relevant evidence.
- I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Vocabulary

- Suspense:** An uneasy feeling that a reader gets when they don't know what is going to happen next.
- Foreshadowing:** A literary device used to give an indication or hint of what is to come later in the story.
- Pacing:** The speed at which the story moves.
- Withholding Information:** When the author doesn't explain everything in full detail.
- Tone:** An attitude of a writer toward a subject or an audience.

Preparation

- Download the lesson plan and print it out.

HOW AUTHORS CREATE Suspense

Suspense is an uneasy feeling that a reader gets when they don't know what is going to happen next.

Suspense heightens tension during a dramatic scene, conceals answers the author doesn't want to give away, and builds up to a twist.

	WHAT IT IS	WHY AUTHORS USE IT	EXAMPLES/EXPLANATION
FORESHADOWING	Hints or clues about what might happen later in the story	Builds anticipation and makes readers start predicting what will happen next	<ul style="list-style-type: none"> A character says, "I have a bad feeling about this." A seemingly small detail (like a black box or object) keeps getting mentioned
PACING	Slowing down or speeding up parts of the story	Keeps readers curious and creates tension because they don't have all the answers	<ul style="list-style-type: none"> The author hints that something bad is happening but doesn't explain what Characters react nervously, but the reader doesn't yet know why
UNEXPECTED EVENTS	Ending a scene or chapter at a suspenseful moment	Forces readers to keep reading to find out what happens next	<ul style="list-style-type: none"> A moment is stretched out with lots of small details (heartbeat, breathing, movements) The author describes every step before something big happens
CHARACTER REACTIONS	Surprising twists or changes in the story	Shocks the reader and increases tension because expectations are disrupted	<ul style="list-style-type: none"> A chapter ends right before something is revealed A character is about to make a decision... and it cuts off
SETTING	Conversations between characters that reveal or hide information	Can build tension through conflict, secrets, or not being said	<ul style="list-style-type: none"> Something happens that the reader did not see coming A character behaves in a surprising or shocking way

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LESSON 4 GUIDING QUESTIONS

How does the author use foreshadowing, pacing, lack of information to create suspense in her story?

What's an example of each?

READING RESPONSE

- How does the author use foreshadowing, pacing, lack of information, and shifts in tone to create suspense in her story?
- What's an example of each?

LESSON 4 INTERPRETIVE QUESTIONS

Why does the author avoid explaining what the lottery is until the very end?

How might the story feel different if the author had explained the very end?

READING RESPONSE

- Why does the author avoid explaining what the lottery is until the very end?
- How might the story feel different if the author had explained the very end?

HOW AUTHORS CREATE Suspense

DRAMATIC IRONY

WHAT IT IS: When the reader knows something, the characters do not.

HOW AUTHORS USE IT: Creates tension because the reader knows more than the characters.

HOW AUTHORS CREATE Suspense

CHARACTER REACTIONS

WHAT IT IS: How characters respond to events

HOW AUTHORS USE IT: Shows fear, urgency, which transfers those feelings to the reader

EXAMPLES/EXPLANATION:

- A character's hands shake
- A character hesitates or freezes

HOW AUTHORS CREATE Suspense

CLIFFHANGER

WHAT IT IS: A scene or moment that ends abruptly, leaving the reader wanting to know what happens next.

HOW AUTHORS CREATE Suspense

SETTING

WHAT IT IS: The time and place of the story

HOW AUTHORS USE IT: (Tension) that makes the story more interesting

EXAMPLES/EXPLANATION:

- The story takes place in an isolated location
- The environment (storm, silence)

HOW AUTHORS CREATE Suspense

UNEXPECTED EVENTS

WHAT IT IS: Surprising twists or changes in the story

HOW AUTHORS USE IT: Shocks the reader and increases tension because expectations are disrupted

EXAMPLES/EXPLANATION:

- Something happens that the reader did not see coming
- A character behaves in a surprising or shocking way

DIGITAL RESOURCE LINKS

DIGITAL STUDENT INTERACTIVE AND RESPONSE NOTEBOOKS

https://docs.google.com/presentation/d/1SPWJMC_T0BBREVSX_ZAZ0CCH6P7K0UBJ8PDC/COPI7USP-SHARE

DIGITAL LITERATURE REFERENCE PAGES

https://docs.google.com/presentation/d/1ZJX6BNDXLMK7L6J8UK0M-9EHV_P90Z8VLOKCC/COPI7USP-DRIVE_LINK

TABLE OF CONTENTS

LESSON	DAYS	PAGE	LESSON	TEXT PAGES	LESSON TITLE AND CONCEPT
1	HEL	3	N/A		Note to You: Breakdown of Included Resources
2	HEL	4	N/A		Links to Digital Files/Versions of Resources
3	HEL	5	N/A		Sixth-Eighth Grade Standard Alignment
4	HEL	9	PPE		Socratic Seminar Norms
5	HEL	11	1	All	"The Lottery" Day 1: Conformity Activity
6	HEL	16	2	All	"The Lottery" Day 2: Author's Craft
		51	3	All	"The Lottery" Day 3: Theme
		66	4	All	"The Lottery" Day 4: Suspense
		79	5	All	"The Lottery" Day 5: Multimedia

Dear ELA Teacher,

Thank you for downloading *The Lottery Short Story Unit*! This unit is designed as both a deep-dive into author's craft and a meaningful introduction to Socratic Seminars. It helps students explore key literary concepts like theme and suspense while building critical thinking and discussion skills. It's ideal for 6th–8th grade students and is fully adaptable based on your time, tech, and teaching style.

Overview of the Unit Structure:

This 6-lesson unit guides students through reading and analyzing Shirley Jackson's *The Lottery* while focusing on:

- Understanding Mob Mentality (Lesson 1)
- Author's Craft (Lessons 2)
- Theme (Lesson 3)
- Suspense (Lesson 4)
- Multimedia comparison (Lesson 5)
- Objective summary writing (Lesson 6)

Each day includes guiding and interpretive questions, class discussion, Socratic Seminar prompts, and/or writing responses. You'll find editable rubrics, digital student notebooks, and slides in PowerPoint, JPEG, and PDF formats to match your needs.

What You'll Need:

Start with the "Start Here" Implementation Guide. It walks you through pacing, Socratic Seminar norms, and flexible routines for grades 6–8. From there:

1. Use the lesson slides for direct instruction and discussion prompts.
2. Assign the student response notebook pages (digital or printable) after each discussion.
3. Use the editable rubrics and conference tools to assess and support student growth.

Tips for Success:

- Use Lesson 0 to set Socratic Seminar norms. Don't skip it—it builds the foundation for student-led discussions all year.
- You can run full Socratic Seminars or scale them down to quick verbal discussions, depending on your time and group.
- The story is short, so consider reading it closely in class and pausing at key points for deeper analysis during each lesson.

Bonus Tools:

Links to digital versions, editable rubrics, and Google Slides are included in the PDF overview file. These can be uploaded to Google Classroom or used for distance learning.

Thank you for trusting this resource in your classroom. I hope your students surprise you with their insights—and maybe even start to love literary analysis a little more.

Marlina Cahill
The Hungry Teacher
marlina@thehungryteacherhub.com

STEP-BY-STEP TEACHER LESSON PLANS

Includes lesson plans, lesson materials, full-size reference materials, and graphic organizers.

A NOTE ABOUT THE STANDARDS AND THE SHORT STORY UNITS:

When I create these units for novels, I make sure to align them to the standards, so that by the end of each novel, you'll have met each standard. Obviously, with these short stories standards. However, if you use a good portion of into each standard.

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7TH GRADE READING LITERATURE STANDARDS

THE LOTTERY LESSON 1: CONFORMITY ACTIVITY 1 DAY

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Targets	<ul style="list-style-type: none"> • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> • I can write arguments to support claims with relevant evidence. • I can write informative/explanatory texts to convey ideas, concepts, and information to organization, and analysis of relevant content. 	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot.

6TH GRADE WRITING STANDARD LESSONS

6.W.1	LESSONS
Write arguments to support claims with clear reasons and relevant evidence.	2, 3, 4, 5
6.W.2	1, 2, 3, 4, 6

THE LOTTERY LESSON 2: AUTHOR'S CRAFT

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Targets	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> • I can write arguments to support claims with relevant evidence. • I can write informative/explanatory texts to convey ideas, concepts, and information to organization, and analysis of relevant content. 	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot.

DAY 0 THE LOTTERY PRE-LESSON/SET-UP

Standards	N/A

THE LOTTERY LESSON 3: Theme I-2 DAY(S)

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Targets	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> • I can write arguments to support claims with relevant evidence. • I can write informative/explanatory texts to convey ideas, concepts, and information to organization, and analysis of relevant content. 	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot.

THE LOTTERY LESSON 4: SUSPENSE

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Targets	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> • I can write arguments to support claims with relevant evidence. • I can write informative/explanatory texts to convey ideas, concepts, and information to organization, and analysis of relevant content. 	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot.

THE LOTTERY LESSON 5: MULTIMEDIA I-2 DAY(S)

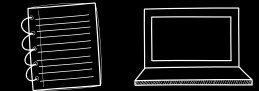
Note: I have included YouTube links to short video versions, but you can easily search "The Lottery" on Google, and you'll find a lot of options.

1. Watch a dramatization of Shirley Jackson's *sacrifice "The Lottery"* by Britannica: <https://www.youtube.com/watch?v=...>
2. "The Lottery" – A Haunting Adaptation of English: <https://www.youtube.com/watch?v=...>

THE LOTTERY LESSON 6: OBJECTIVE SUMMARIES 1 DAY

Common Core Standards	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Learning Targets	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> • I can write arguments to support claims with relevant evidence. • I can write informative/explanatory texts to convey ideas, concepts, and information to organization, and analysis of relevant content. 	<ul style="list-style-type: none"> • I can cite textual evidence to analyze of what the text says explicitly as well as inferences drawn from the text. • I can describe how a particular story's series of episodes as well as how the characters as the plot moves toward a resolution. • I can analyze the impact of a specific word and tone. • I can analyze how a particular sentence fits into the overall structure of a text and the development of the theme, setting, or plot.
Vocabulary	<ol style="list-style-type: none"> 1. Objective: (of a person or their judgment) not influenced by personal feelings or opinions in considering and representing facts. 2. Summary: a brief statement or account of the main points of something. 		
Preparation	<ol style="list-style-type: none"> 1. Download the Lesson Six slides for projection 2. Make copies of the Objective Summary reference cards for students 3. Make copies of the Reading Response cards for students 		
Learning Period	<p>Note: This is a bonus lesson for students who finish objective summaries for texts. This lesson can be used as a wrap-up or a review.</p> <ol style="list-style-type: none"> 1. Display the Lesson 6 slides (for projection) for students 2. Pass out the Objective Summary cards to students 3. If you are using the interactive notebook page, have students write on the page, glue, and color them before class. 		

PRINT AND DIGITAL



EXAMPLE OF LESSON TWO'S SLIDES

AUTHOR'S STYLE

SIMILE

METAPHOR

HYPERBOLE

PERSONIFICATION

ALLUSION

ALLITERATION

The repetition of beginning consonant sounds in two or more neighboring words or syllables.

Example: "Peter Piper Picked a peck of pickled peppers."

ASSONANCE

Repetition of the sound

TONE

An attitude of a

SYMBOLISM

The use of sym

IMAGERY

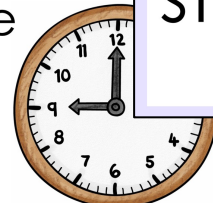
Visually descrip

FLASHBACK

Move to a scene
movie, novel, etc

FLASHFORWARD

Move to a scene in
movie, novel, etc. t
is set in a time
later than
the main
story.



CLIFFHANGER

Cliff
a d
a c
c r

FORESHADOWING

Foreshadowing is a literary

SUSPENSE**

In literature, suspense is an
uneasy feel
that a rea
when the
kn
go
ne
two o
out lo



TEXT STRUCTURE

The way authors

CHARACTER DIALOGUE

Com
two o
out lo



GENRE

A genre is a book or
efined

POINT OF VIEW

The narrator's
pos
stor

TURN AND TALK

Which kind of
author's craft is most
interesting to you and
the most appealing
to read in stories?

READING RESPONSE EXAMPLES AND WORKSHEETS

THE LOTTERY

READING RESPONSE

OBJECTIVE SUMMARY

"The Lottery"

In "The Lottery" by Shirley Jackson, the...

...year to... called... date in... are... as always... diffions... come:... leath by... lagers... y draw... brnily...

LESSON 5 INTERPRETIVE QUESTION

Why do you think the...

LESSON 5 GUIDING QUESTION

To what extent did...

THE LOTTERY

READING RESPONSE

INTERPRETIVE QUESTIONS

"The Lottery"

I think the directors and actors in Aura Pictures' short film adaptation of "The Lottery" made their choices to keep the story suspenseful without dragging on too long, to highlight the fear and tension in the story, and to really emphasize the idea that the town was maintaining tradition just for the sake of tradition.

First, they prioritize keeping the story suspenseful without dragging it on too long by making changes like...

...the drawing. In the book, the heads of household draw, then the individual family members draw. In this short film, everyone draws at once, in order as a family. This also speeds the story along while still maintaining suspense.

THE LOTTERY

GUIDING QUESTIONS

"The Lottery"

THE LOTTERY

INTERPRETIVE QUESTIONS

"The Lottery"

In her story, "The Lottery," Shirley Jackson never truly explains what the lottery is, but she avoids revealing it until the very end in order to truly build suspense and shock. In our society, winning the lottery is a good thing, so it's odd to see the villagers start to feel jittery around the idea of the changes unsettling to hear the discussion of the oldest member of their community as foolish and wrong. By slowly revealing what the lottery is to the reader, Jackson takes the readers along on what the event may feel like for the villagers, too - a normal day at first, followed by awkward small talk and hushed conversations, laced with nerves and fear when the box comes out and the discussion of households begins.

If we actually knew what the lottery was from the start, there would still be some minor suspense in learning the details, hearing who won, and feeling how the villagers execute the event, but it would definitely lose the deep dread and shock that comes with the final reveal.

THE LOTTERY

THEME ASSESSMENT

Name: _____ Date: _____

PART I: THEME & SUSPENSE BACKGROUND

1. Which of the following is the best definition of a theme?

a) An uneasy feeling that is likely to happen next

b) One to two words on the subject of a story

c) A type of irony where the meaning is the opposite of what is expected

d) The moral or lesson that a story teaches

2. How do authors use theme in a story?

a) To provide a background for the story

b) To provide a moral or lesson for the reader

c) To provide a central idea or message for the story

d) To provide a central character for the story

3. In "The Lottery," the two main themes are:

a) Lifelong traditions should be followed

b) Blindly following tradition is dangerous

c) The power of conformity

d) If it's uncomfortable to do something, do it instead.

4. Explain two of the four strategies used in the story to create suspense, pacing, withholding information, and foreshadowing.

5. Suspense: The story is filled with suspense. How does the author create suspense? Choose one suspense strategy and explain its significance in "The Lottery." Be sure to use specific evidence from the text to support your answer.

THEME TRACKER

Name: _____

Write an objective for your theme tracker.

THE LOTTERY

LESSON FOUR

QUICK-WRITE REFLECTION

1. What rules or traditions of your culture are most significant?

THE LOTTERY

LESSON FIVE

GUIDING QUESTION

1. To what extent did the filmed version of "The Lottery" stay faithful to or depart from the text?

THE LOTTERY

INTERPRETIVE QUESTION

1. Why does the author use foreshadowing?

2. How might the story feel different if you knew what it was from the beginning? Would it still be suspenseful? Why or why not?

THE LOTTERY

INTERPRETIVE QUESTIONS

1. Why do you think the director/actors made the decisions that they did when it comes to any changes or similarities?

THE LOTTERY

LESSON 3

READING RESPONSE

What are a couple themes or life lessons that can be gleaned from this story? What is the author trying to teach the reader to consider in real life?

LESSON 4

READING RESPONSE

How do foreshadowing and lack of information create shifts in suspense? What's the author's purpose?

1. How does the author use foreshadowing, pacing, and withholding information to create suspense in the story?

2. What's a good example of each?

LESSON 5

READING RESPONSE

1. Why does the author avoid explaining what the lottery is until the very end?

2. How might the story feel different if you knew what it was from the beginning? Would it still be suspenseful? Why or why not?

1. Why does the author avoid explaining what the lottery is until the very end?

2. How might the story feel different if you knew what it was from the beginning? Would it still be suspenseful? Why or why not?

THE LOTTERY

INTERPRETIVE QUESTIONS

"The Lottery"

In her story, "The Lottery," Shirley Jackson never truly explains what the lottery is, but she avoids revealing it until the very end in order to truly build suspense and shock. In our society, winning the lottery is a good thing, so it's odd to see the villagers start to feel jittery around the idea of the changes unsettling to hear the discussion of the oldest member of their community as foolish and wrong. By slowly revealing what the lottery is to the reader, Jackson takes the readers along on what the event may feel like for the villagers, too - a normal day at first, followed by awkward small talk and hushed conversations, laced with nerves and fear when the box comes out and the discussion of households begins.

If we actually knew what the lottery was from the start, there would still be some minor suspense in learning the details, hearing who won, and feeling how the villagers execute the event, but it would definitely lose the deep dread and shock that comes with the final reveal.

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DIGITAL VERSIONS OF NOTEBOOKS, SLIDES, AND ASSESSMENTS

THE LOTTERY STUDENT NOTEBOOK

File Edit View Insert Format Slide Arrange Tools Extensions Help

Author's Craft Lesson

AUTHOR'S CRAFT

Simile

metaphor

HYPERBOLE

PERSONIFICATION

ALLUSION

Lesson THREE

Lesson FOUR

This screenshot shows a digital notebook interface with a sidebar on the left containing lesson thumbnails. The main content area is titled 'AUTHOR'S CRAFT' and lists literary devices: Simile, metaphor, HYPERBOLE, PERSONIFICATION, and ALLUSION. Each device is followed by a blue rectangular box labeled 'Type here' for student input.

Preview mode

Published Copy responder link

PART I: SYMBOLISM BASICS

* Indicates required question

Email *

Record martinacahill@gmail.com as the email to be included with my response

Which of the following is the best definition of symbolism? *

1 point

- A comparison using like or as
- When something stands for or represents a bigger idea
- A type of irony where the reader knows more than the character
- The repetition of consonant sounds

Write possible meanings for the color black. *

1 point

Your answer

Write possible meanings for the color white. *

1 point

Your answer

Write possible meanings for the color green. *

1 point

Your answer

This screenshot shows a Google Form titled 'PART I: SYMBOLISM BASICS'. It includes an email field, a checkbox for recording the email, and a multiple-choice question about the definition of symbolism. Below are three short-answer questions asking for the meanings of the colors black, white, and green.

SELF-GRADING
GOOGLE
FORM
ASSESSMENT

GOOGLE SLIDES
TEACHING
PRESENTATIONS

LESSON 4

HOW AUTHORS CREATE SUSPENSE CHARACTER REACTIONS

WHAT IT IS: How characters respond to events

HOW AUTHORS USE IT: Shows fear, anxiety, or urgency, which transfers those feelings to the reader

EXAMPLES/EXPLANATION:

- A character's hands shake or heart races
- A character hesitates or freezes

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This screenshot shows a Google Slide with a purple background. It features a title, a definition of suspense, an explanation of how authors use it, and two examples of suspenseful actions. An illustration of a group of people is also present.

LESSON 4

READING RESPONSE

THE LOTTERY

INTERPRETIVE QUESTIONS

"The Lottery"

In her story, "The Lottery," Shirley Jackson never truly explains what the lottery is, but she avoids revealing it until the very end in order to truly build up suspense and shock. In our society, winning the lottery is a good thing, so it's odd to see the villagers start to feel shifty around the idea of winning; it's unsettling to hear the discussion of the changes made in other villages shut down by the oldest member of their community as foolish and wrong. By slowly revealing what the lottery is to the reader, Jackson takes the readers along on what the event may feel like for the villagers, too - a normal day at first, followed by awkward small talk and hushed conversations, laced with nerves and fear when the box comes out and the discussion of households begins.

If we actually knew what the lottery was from the start, there would still be some minor suspense in learning the details, hearing who won, and feeling how the villagers execute the event, but it would definitely lose the deep dread and shock that comes with the final reveal.

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This screenshot shows a Google Slide with a red background. It features a title, a section for 'INTERPRETIVE QUESTIONS', and a paragraph of text from the story 'The Lottery'. The text discusses the author's use of suspense and the villagers' reactions.

DIGITAL
STUDENT
NOTEBOOK

PART II: DEEPER RESPONSE WITH "THE LOTTERY"

5. **Suspense:** The story is filled with suspense. How does the build suspense in the story? Choose one suspense strategy and explain how Shirley Jackson used it to build suspense in "The Lottery." Be sure to use specific examples from the text to support your answer.

Answers will vary. The build suspense in the story is a pleasant surprise. The villagers are jovial. As the which is seen in help with it. We each head of step up in lieu of gets toward the villagers are

THEME ANSWER KEY

PART I: THEME & SUSPENSE BASICS

- Which of the following is the best definition of theme?
 - An uneasy feeling that a reader gets when they don't know what is going to happen next
 - One to two words on the specific subject that a work is about

PART II: DEEPER RESPONSE WITH "THE LOTTERY"

5. **Suspense:** The story is filled with suspense. How does the build suspense in the story? Choose one suspense strategy and explain how Shirley Jackson used it to build suspense in "The Lottery." Be sure to use specific examples from the text to support your answer.

THEME Name: _____
 Date: _____ Period: _____

PART I: THEME & SUSPENSE BASICS

- Which of the following is the best definition of theme?
 - An uneasy feeling that a reader gets when they don't know what is going to happen next
 - One to two words on the specific subject that a work is about
 - A type of irony where the reader knows more than the character
 - The moral or lesson that is taught through a story

2. How do authors use theme in stories to reach their readers?

- In "The Lottery," the two main themes are:
 - Lifelong traditions should be honored amongst communities.
 - Blindly following traditions can be dangerous or detrimental.
 - The power of conformity and peer pressure can be hard to overcome.
 - If it's uncomfortable to stand up to your peers, it's best to just go along with them instead.

4. Explain two of the four strategies authors use to create suspense: foreshadowing, pacing, withholding information, and tone shifts.

middle SCHOOL BUNDLE LITERATURE
6TH-8TH READING RESPONSE RUBRICS

EDITABLE AND DIGITAL

6th-8th GRADE middle school ELA
EXIT TICKETS
CCSS READING LITERATURE STANDARDS EXIT TICKETS FOR 6TH-8TH

LITERATURE STANDARDS

EXIT TICKETS
COMMON CORE READING LITERATURE STANDARDS

RL.2 POSSIBLE ANSWERS

1. I sat staring out the window smugly as I thought about the presentation Dan and I had just made about Accounting Requirements. I should be feeling just as relieved as I feel confident about how the presentation went, but I can't get my mind off of the fact that Dan has been up to something. He had been secretive and surreptitious since we had started working on the project together. I finally got sick of waiting for him to tell me what his problem was. We were supposed to be best friends and now he won't even tell me what was bothering him. I never expected him to break down and start crying. He finally told me that his brother had cancer. I went from being most to feeling like a total jerk. I won't be there for my friend when he needed me because of some presentation that doesn't really matter. I should have been there for my friend when he needed me.

EXIT TICKET RL.2 NAME: _____ DATE: _____ PERIOD: _____ **NUMBER 1**

Underline 2-3 sentences in the following paragraph that would best provide evidence for the given literary theme.

Literary Theme: People will remember how we made them feel more than anything else.

I sat staring out the window smugly as I thought about the presentation Dan and I had just made about Accounting Requirements. I should be feeling just as relieved as I feel confident about how the presentation went, but I can't get my mind off of the fact that Dan has been up to something. He had been secretive and surreptitious since we had started working on the project together. I finally got sick of waiting for him to tell me what his problem was. We were supposed to be best friends and now he won't even tell me what was bothering him.

EXIT TICKET RL.2 NAME: _____ DATE: _____ PERIOD: _____ **NUMBER 3**

Explain the difference between theme and main idea:

Give an example of a theme and a main idea from a novel you have read:

EXIT TICKET RL.2 NAME: _____ DATE: _____ PERIOD: _____ **NUMBER 4**

Provide an objective summary of a novel or short story you have read this school year:

EXIT TICKET RL.2 NAME: _____ DATE: _____ PERIOD: _____ **NUMBER 4**

Provide an objective summary of a novel or short story you have read this school year:

FORMATIVE AND SUMMATIVE ASSESSMENTS INCLUDED

SOCRATIC SEMINAR IMPLEMENTATION GUIDE INCLUDED

note to teacher

If you've ever ended a class discussion thinking, "That was great, but I wish every student had participated or actually used the text,"—you're exactly why I created this guide.

The Hungry Teacher novel study units

What's included in Every Unit
Each novel study includes everything you need to implement this structure seamlessly — for print or digital teaching.

The Hungry Teacher novel study units

These novel study units are designed to go far beyond traditional chapter questions and quizzes. Each one uses a **Socratic Seminar-based approach** to help students dig deeper into literature through reading, writing, and discussion — without adding more grading or prep for you.

These units are built around one central idea:

novel study reading response examples

Middle School: *Out of the Dust* by Karen Hesse

novel study reading response examples

Sixth Grade: *The Maze Runner* by James Dashner

novel study reading response examples

Fifth Grade: *Holes* by Louis Sachar

options for the closing of the lesson

When I taught fifth grade, I was self-contained and had my students all day. That meant that our reading block alone was 90 minutes. It worked because our closing always involved sharing our writing/thinking. But as I moved to 6th-grade Language Arts and had my kids for a total of 90 minutes, and then advanced to 7th and 8th-grade language arts with just 55 precious minutes, I realized that my "closing" section needed a change.

In general, I wanted my daily closing to be more varied and keep my students engaged. In the lesson I always write, "Have students share their thinking about," but these are some other activities I do for our closing:

- Vocabulary:** Instead of a Socratic seminar and the writing assignment, I will ask students to find 4-5 interesting or unknown words while they (or I) are reading. They then fill out a vocab organizer (shown in the examples in the vocabulary section). For the closing, I would have students share their words and tell me what they think they meant based on context clues.
- Peer editing, assessing, or conferencing:** Instead of writing a response, I give students a prompt found in the last pages of this resource and tell them to assess each other based on the rubric. We then share what we learned from the sessions.
- Formative assessments:** This is where I might do a quick check about broad topics like, "What is one theme of the story so far? Provide evidence." This for me to see if they understand the vocabulary we are discussing and who still might need help learning concepts like theme, point of view, plot, figurative language, etc.
- Summative assessments:** This is more like a comprehension test. I pick one or two questions from the comprehension questions section of the lesson, ask the students, have them turn it in, and then I grade. This would only be applicable if students are reading the books for homework or in book clubs.
- Reflection:** Students fill out a reflection form for themselves. Students reflect on their questions, discussions, and debating abilities and preparation during the Socratic Seminar.
- Discussion Assessment:** If teachers assessed students during the seminar, the teachers can hand out the graded rubrics, and/or students can evaluate themselves with the rubrics too!

SOCRATIC SEMINAR PREPARATION

Common Core Standards

SOCRATIC SEMINAR NORMS EXAMPLES

NORMS:
1. Prepare: Read or listen to the texts and/or have a prepared

CLASS PERIOD BREAKDOWN

TIME	SUBJECT	PURPOSE + EXAMPLES (with a Socratic Seminar Focus)
WARM-UP	Daily Bell Ringer • Vocabulary, grammar, root words, or affixes • Mentor Sentences to	This short, structured start helps students settle in and activate their brains. Bell ringers often connect to the day's reading skill, theme, or text focus.

scripted lesson example

Sample Scripted Lesson: Day One — Holes

Transition to Discussion

- After students have written, introduce the interpretive question.
- "Now we're going to think a little deeper. The interpretive question is: **Do you think Sacar made a good choice by telling it from this point (or points) of view? Why or why not? Would another point of view make it more effective?**"

pictures of my writing during socratic seminars

The Maze Runner by James Dashner

This one shows how messy and authentic learning can look during a Socratic Seminar. We were debating possible endings to a novel, and you can literally see the different camps form on the board. My role here isn't to "correct" but to document, synthesize, and push their thinking further. Later, they use this visual map to rewrite their responses with stronger reasoning and text evidence.

pictures of my writing during socratic seminars

"The Ravine" by Graham Salisbury

This is a snapshot from one of our early Socratic Seminars.

The Socratic Seminar RESEARCH BASIS

Socratic seminars are named for their embodiment of Socrates' belief in the power of asking questions, prize inquiry over information and discussion over debate. Socratic seminars acknowledge the highly social nature of learning and align with the work of John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere.

Elle Israel succinctly defines Socratic seminars and implies their rich benefits for students:

The Socratic Seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. (89)

Carol Ellis, "Examining Multiple Perspectives in Literature": In *Inquiry and the Literary Text: Conducting Discussions in the English Classroom*, James Holden and John S. Schmidt, eds. Urbana, IL: NCTE, 2002.

RESEARCH IMPLEMENTATION RUBRICS STRATEGIES

SOCRATIC SEMINAR implementation

GUIDED BOOK

using my resources in your classroom

Over the years, I've refined how I use these novel study units—and they've evolved right along with me.

My first few years of teaching, I had 90-minute blocks. Later, I had 55-minute class

strategy in practice

Choosing a text: Socratic seminars work best with authentic texts that invite authentic inquiry.

strategy in practice

Assessing effectiveness: Socratic seminars require assessment that helps the students write.

helpful teacher tips

The Socratic Seminar approach is the focal point of many of my resources.

frequently asked questions

When do you ask the hook question? How do you have students respond?
I ask the question before we start reading (verbally) to get them "hooked" on the chapter. Sometimes I don't ask it.

using my resources in your classroom

IN SIXTH GRADE
In middle school, where I have 55-minute periods, I use these units as flexible reading-writing hybrids.

Some days we read a passage, had a Guiding Question discussion, and left the Interpretive Seminar for the next class.

Other days, students came in ready to discuss, and we wrote after the seminar to apply their new insights.

I often leave my class charting from discussions on the board so students can refer back to it while revising their written responses.

IN SEVENTH AND EIGHTH GRADE
In middle school, where I have 55-minute periods, I use these units as flexible reading-writing hybrids.

Some days we read a passage, had a Guiding Question discussion, and left the Interpretive Seminar for the next class.

Other days, students came in ready to discuss, and we wrote after the seminar to apply their new insights.

I often leave my class charting from discussions on the board so students can refer back to it while revising their written responses.

No matter the structure, every lesson is designed to help students build stronger written analyses through collaborative talk.

The Socratic Seminar isn't an "extra"—it's the process that drives both critical thinking and better writing.

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THANK YOU FOR YOUR PURCHASE AND FOR YOUR SUPPORT IN PROTECTING MY WORK



MARTINA@THEHUNGRYTEACHERHUB.COM



THANK YOU SO MUCH!



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